

Student Opportunity Act Plans

Guidance Materials for 2024 SOA Plans

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**​Commissioner**



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# **Introduction and Context**

## **Student Opportunity Act Plans Background**

The Student Opportunity Act (SOA) was enacted in 2019, injecting significant new funding into the Commonwealth’s educational system, with a focus on providing funding to districts serving students with the greatest needs. The law also included a critical provision that requires every district to set clear targets for improving disparities in achievement among student groups and develop a three-year plan to implement evidence-based strategies to meet their targets.

The first set of three-year plans were submitted amid the backdrop of the COVID pandemic. The significant disruptions associated with the pandemic - including delays in SOA funding flowing to districts, the need for districts to spend significant time on recovery and reentry planning for all students, and interruptions to the Department of Elementary and Secondary Education’s (DESE’s) testing and accountability system - made it very difficult for districts to fully implement their SOA plans.

DESE is providing this updated guidance with the goal of supporting districts with the second round of three-year plans that will be due on April 1, 2024. In preparation for the release of this guidance, DESE engaged stakeholders in an effort to improve the process and took into consideration lessons learned from the first cycle of three-year plans.

## **District Improvement Plans vs. Student Opportunity Act Plans**

Two key plans that districts produce on a regular basis are District Improvement Plans (sometimes framed as district strategic plans) and SOA plans. While both plans cover multiple years, there are some important differences.

The District Improvement Plan (DIP) serves as a comprehensive plan that describes the *full set of strategies* that a district will implement to support *all students* in their district. By contrast, the SOA Plan addresses a subset of a district’s overall initiatives, focusing on evidence-based programs and strategies that will improve the educational experiences and outcomes of students, including English learners, students with disabilities, and low-income students. To that end, your district’s SOA plan should spotlight critical, actionable evidence-based programs and strategies that are focused on rapidly improving outcomes for students with low academic performance, whether you are enhancing ongoing efforts or introducing a small number of new initiatives.

While DESE reviews DIPs on an intermittent basis and particularly as a part of district reviews, DESE reviews all SOA plans every three years and annual updates each year. DESE will be regularly monitoring SOA plans for each district to determine if they are employing evidence-based strategies to address persistent disparities in achievement.

In addition, a small number of “priority districts” will be required to complete an SOA Plan addendum that will ask for more information about their SOA Plan and investments in evidence-based programs, to better understand how these districts are using SOA funds to drive transformative change for students experiencing persistent disparities in achievement. Districts receiving significant Chapter 70 funding will be required to complete this addendum; the list of districts is included in Appendix A and more information will be provided in January 2024.

## **DESE’s Educational Vision and Strategic Objectives**

Over the past year, DESE engaged in a process to update our [Educational Vision](https://www.doe.mass.edu/bese/docs/fy2023/2023-05/item7.1-educational-vision.pdf) and identify Strategic Objectives to guide our support to districts, focusing on recommended state-supported strategies that are grounded in evidence. With this in mind, this year DESE has embedded the Evidence-Based Programs (EBPs) that districts must identify in their SOA plans within the larger context of [DESE’s Strategic Objectives](#_heading=h.mzg1hxd9lnti).

# **Overview of Plan Requirements and Timeline**

## **Student Opportunity Act (SOA) Plan Requirements**

The Student Opportunity Act requires each district to create an evidence-based plan for reducing persistent disparities in achievement across student groups, which must be submitted for the commissioner’s review on a three-year cycle.

This guide is designed to support districts in developing a high-quality plan that meets all statutory requirements of the SOA. This guide is divided into the five sections that districts will need to complete to finalize their new three-year SOA plans:

1. Summarize Your District Plan
2. Analyze Your Data and Select Student Groups for Focused Support
3. Set Ambitious Three-Year Targets for Improving Student Achievement
4. Engage Families/Caregivers and other Stakeholders
5. Select Evidence-Based Programs and Strategies to Address Disparities in Achievement

## **Updated Features of the 2024 Guidance and Planning Process**

* To help districts easily access the data they need to develop a thoughtful plan, DESE has created a new, publicly available [**Student Outcomes Comparison Tool**](https://app.powerbigov.us/view?r=eyJrIjoiNmRkYTQ3NzEtYjFhZi00NzNiLTgyY2ItYWI3ZmVjMjc1OGU2IiwidCI6IjNlODYxZDE2LTQ4YjctNGEwZS05ODA2LThjMDRkODFiN2IyYSJ9). This tool will enable districts to review data across student groups for critical indicators to pinpoint where disparities in learning experiences and outcomes are most prominent.
* At the heart of the SOA plan is the selection of **Evidence-Based Programs** (EBPs) that districts will use to drive improvements for selected student groups. This year, we have aligned the EBPs to DESE’s new Educational Vision and [**Strategic Objectives**](#_heading=h.mzg1hxd9lnti), along with a **recommended menu of metrics** that districts can choose to include in their plans.
* This year’s guidance establishes an **improvement target for districts to include in their SOA plans** that focuses on the lowest-performing student group, along with the option for districts to establish additional targets to support individual student groups as needed based on their data analysis.
* Going forward, **districts will submit their SOA plans through GEM$**, DESE’s new online plan collection system. While the GEM$ platform is also used for grants management, SOA Plans are not connected to grant funding.

## **Planning and Submission Timeline**

* **December 2023**: 2024 SOA Plan submission guidance launched to all districts
* **January 2024**: 2024 SOA Plan addendum guidance launched to priority districts
* **Winter 2024**: Link to online plan submission form in GEM$ will be shared with districts
* **April 1, 2024**: SOA Plans are due by 11:59 p.m. on April 1, 2024

Please note: DESE is intentionally releasing this guidance approximately four months in advance of the April 2024 submission deadline to provide districts with significant time in which to engage in thoughtful planning, including robust engagement of families, students, educators, and other district and community stakeholders. We strongly encourage districts to engage with the following groups in the development of their plans:

* Families and the community, including through local special education and English learner parent advisory councils and school improvement councils
* Educators
* Local business and non-profit leaders
* Elected and appointed officials
* Community leaders and the public at large

As with the initial three-year SOA Plans, DESE also requires that the local School Committee vote on each district’s 2024 SOA Plan prior to plan submission. Please plan to have your SOA Plan voted on in March to meet the April 1 deadline.

Please also consult the SOA Plan Example found in Appendix B for additional best practices in engaging stakeholders both in SOA Plan development and on an ongoing basis.

As required by law, districts will also submit progress updates to DESE for the two years following the three-year plan submission. The annual progress updates will include relevant data to assess the district’s success in addressing persistent disparities in achievement among student groups as evidenced by progress towards meeting the district’s targets, program implementation metrics, and any plan amendments. Districts must also post their SOA Plans publicly on their local websites; DESE will also publicly post all plans.

## **Questions & Support**

For more information, please visit the [Student Opportunity Act website](https://www.doe.mass.edu/soa/) or email [SOAPlans@mass.gov](mailto:SOAPlans@mass.gov). We look forward to answering your questions and/or connecting you with the right sources of support.

# **Plan Submission Guide**

This submission guide is organized into five sections. Each section describes key planning steps you should take and questions you will answer in GEM$ when you submit your plan.

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| **Section 1: Summarize your District’s Plan** |
| **In this section, you will:** **Write a brief executive summary of your three-year SOA plan.** While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan. |
| **Submission Questions** |
| Please write 1-2 paragraphs summarizing your 3-year SOA plan. ***open response*** Make sure the summary:   * Identifies the student groups you are targeting for accelerated improvement. * Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups. * Explains at a high level the investments you plan to make and what will change in your district because of this plan. |
| **Section 2: Analyze Your Data and Select Student Groups for Focused Support** |
| **In this section, you will:**   * **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the [Student Outcomes Comparison tool](https://app.powerbigov.us/view?r=eyJrIjoiNmRkYTQ3NzEtYjFhZi00NzNiLTgyY2ItYWI3ZmVjMjc1OGU2IiwidCI6IjNlODYxZDE2LTQ4YjctNGEwZS05ODA2LThjMDRkODFiN2IyYSJ9) or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist. * **Select student groups** who will receive focused support within your SOA plan, as a result of your data analysis findings. |
| **Submission Questions** |
| In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups? ***open response*** |
| What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups? ***open response*** |
| Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? ***checkbox*** |
| **Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement** |
| **In this section, you will:**   * **Commit to adopting the three-year improvement target established by DESE** **with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the “Lowest Performing Students” group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers. * This target will provide one streamlined measure to show districts’ progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts’ annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE’s accountability targets. |
| **Submission Questions** |
| Please confirm that your district will use DESE’s three-year targets for increasing performance for the “Lowest Performing Students” group in ELA and math. ***checkbox*** |
| If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level. ***open response*** |
| **Section 4: Engage Families/Caregivers and other Stakeholders** |
| **In this section, you will:**   * **Describe your district’s ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students’ needs. * **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan. * **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law. |
| **Submission Questions** |
| Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. ***open response*** |
| How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years? ***open response*** |
| Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? ***open response*** |
| Confirm you engaged with the following stakeholder groups in the development of this plan: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district. ***checkbox*** |
| Confirm that your school committee voted to approve this plan and provide the date of the vote. ***checkbox and date*** |
| **Section 5: Select Evidence Based Programs to Address Disparities in Outcomes** |
| **In this section, you will:**   * **Review the** [**Strategic Objectives**](#_heading=h.mzg1hxd9lnti) **table** on pages 9-12 of this document. * **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis. * **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list*.* * **Answer additional questions about each EBP you select**, including questions about resource allocation. ***As noted earlier in this document, selected priority districts will be required to submit more detailed information.*** For each Focus Area as a whole, select metrics you will use to monitor implementation progress using the suggested metrics in this document (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target). |
| **Submission Questions** |
| Select the Focus Area(s) that your district will prioritize over the next three years to address the academic disparities identified in your data analysis. ***checkbox*** |
| Which Evidence-Based Programs (EBPs) will your district implement within this Focus Area? ***checkbox*** |
| Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027). ***open response***   * Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered. * Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 1. This could include how support for these groups may differ from district-wide implementation efforts. |
| Which schools will be impacted by these efforts (answer can be district-wide)? ***open response*** |
| What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total allocation should be cumulative. ***numerical response*** |
| Describe the anticipated allocation of funds to this EBP in more detail. ***open response*** |
| Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation? ***dropdown*** |
| In addition to the lowest-performing student group target, what metrics will your district use to monitor progress on this EBP?Please keep in mind that you will be asked to report on progress on the target and metrics in your annual update to DESE starting next year.***open response*** |

# **Resources to Complete SOA Plans**

This section includes a list of tools and resources that may be useful to reference while developing your plan. If districts want to refer to information from their previous three-year plans, they can be accessed [here](https://www.doe.mass.edu/soa/plans.html).

**Analyze Your Data and Select Student Groups for Focused Support**

* [Student Outcomes Comparison Tool](https://app.powerbigov.us/view?r=eyJrIjoiNmRkYTQ3NzEtYjFhZi00NzNiLTgyY2ItYWI3ZmVjMjc1OGU2IiwidCI6IjNlODYxZDE2LTQ4YjctNGEwZS05ODA2LThjMDRkODFiN2IyYSJ9). *This dashboard highlights disparities in outcomes among student groups across indicators, customized for your district. This tool can support you in identifying student groups requiring targeted support as a starting point for deeper analysis.*
* [DESE Planning for Success: Analyzing Data](https://www.doe.mass.edu/research/success/rootcause-analysis.docx). *This facilitation guide can be used to analyze data to deepen your understanding of the existing barriers for students in your district and to identify what needs to change in the current context to address disparities among student groups.*
* [DESE Coherence Guidebook](https://www.doe.mass.edu/csdp/guidebook/coherence-guidebook.pdf). *This guidebook contains information and resources on strategic planning for districts and schools, as well as an* [*Equity Pause Protocol*](https://www.doe.mass.edu/csdp/guidebook/equity-pause-protocol.docx) *that can be used to identify equity gaps. Pages 4-5 reference different types of data to examine when doing a deeper analysis.*

**Set Ambitious Three-Year Targets for Improving Student Achievement**

* [2023 District and School Accountability Reporting: Establishing the Lowest Performing Students Group](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Faccountability%2Flists-tools%2Flowest-performing-group.docx&wdOrigin=BROWSELINK). *Explains the rationale and methodology for the lowest performing students group accountability measure.*
* [DESE Security Portal](https://gateway.edu.state.ma.us/stardust/login)*. The composition of your district’s “Lowest Performing Students'' group can be accessed via the* *security portal.* *Please note that districts’ three-year targets are currently being updated and more information will be shared in the coming weeks.*

**Engage Families/Caregivers and other Stakeholders**

* [General Family Engagement Tools and Resources](https://www.doe.mass.edu/sfs/?section=family). *This page includes links to family engagement tools and resources compiled by DESE’s Office of Student and Family Support.*
* [DESE’s Planning for Success: Envisioning the Future Protocol](https://www.doe.mass.edu/research/success/create-plan.html). *DESE’s Planning for Success process includes resources to support districts to engage with stakeholders and families to develop a shared vision for the future (adapted from The School Reform Initiative’s* [*Future Protocol*](http://schoolreforminitiative.org/doc/future.pdf)*).*

**Select Evidence Based Programs and Strategies to Address Disparities in Outcomes**

* DESE’s [Strategic Objectives](#_heading=h.mzg1hxd9lnti). *This table outlines DESE’s recommended list of Focus Areas, Evidence-Based Programs, and metrics to include in this section of the plan.*
* [DESE’s Educational Vision and Catalog of Aligned Supports](https://www.doe.mass.edu/commissioner/vision/vision-supports.pdf). *This guidebook includes detailed information about DESE’s three strategic objectives as well as a catalog of DESE initiatives that are available to help interested districts build capacity in these areas.*

# **DESE’s Strategic Objectives, Evidence-Based Programs, and Metrics**

The Department has identified examples of high-quality programs that the Commissioner encourages districts to consider when selecting evidence-based programs to support student groups. The Evidence-Based Program (EBP) examples identified by DESE are now aligned with DESE’s new Educational Vision and Strategic Objectives. Robust implementation of these programs may touch on multiple program categories (A through I) outlined in the Student Opportunity Act, and a crosswalk for your reference is included below. This alignment is intended to provide coherence and clarity for districts as you engage in your planning.

On the next page is a table showing DESE’s Strategic Objectives. This table includes Focus Areas, Evidence-Based Programs, and suggested metrics that may be included in your SOA plan. These metrics are intended to supplement the SOA Plan target (to improve achievement among the lowest-performing student group), serving as leading indicators of progress.

While each of the 2024 EBPs represent strong programmatic practices, districts are especially encouraged to consider and adopt EBPs designated as “priority EBPs” by the commissioner. The priority EBPs for the 2024 SOA plans are: *Targeted Academic Support and Acceleration; Comprehensive Approach to Early Literacy and Early Literacy Screening and Support; Inclusive Curriculum Adoption Process; Supporting Curriculum Implementation Expanded Access to Pre-K; High Quality Secondary Pathways and Programs; and Enhanced Pathways to Increase Educator Diversity*. The priority EBPs are bolded in the crosswalk below.

## **Evidence Base**

The Department's [How Do We Know?](https://www.doe.mass.edu/research/howdoweknow/) website reflects the analysis we have done to highlight programming and strategies that are most likely to have the greatest impact on students along with the essential implementation elements necessary to support these strategies. This website includes a [specific resource documenting evidence aligned to the Strategic Objectives and Focus Areas](https://www.doe.mass.edu/research/howdoweknow/default.html?section=soa). The website also has many resources for districts interested in diving more deeply into the evidence base behind certain programs and strategies.

## **SOA Program Categories and 2024 Evidence Based Programs (EBPs) Crosswalk**

|  |  |
| --- | --- |
| **SOA Program Category** | **2024 EBPs as referenced in the Strategic Objectives table below** |
| A) Expanded Learning Time in the form of a longer school day or year | **2.2D Targeted Academic Support and Acceleration;** 2.4BExtended Learning Time; 2.4D Diverse Enrichment Opportunities |
| B) Increased opportunity for common planning time for teachers | 2.2CCollaborative Teaching Models;3.3BSupport for Effective Team Practices; 3.3CCollaborative Labor Management Partnerships |
| C) Social services to support students’ social-emotional and physical health | 1.1AIntegrated Services for Student Wellbeing; 1.1BEnhanced Support for SEL and Mental Health;1.1CPositive School Environments; 1.2AEffective Student Support System; 1.2BComprehensive Tiered Supports |
| D) Hiring school personnel that best support improved student performance | 3.1A Intentional Hiring Systems;3.1CEducator Preparation Partnerships |
| E) Increased or improved professional development | 1.3A Diverse Approaches to Meaningful Family Engagement; 2.2A Effective Use of WIDA Framework; 2.2B High Leverage Practices for Students with Disabilities; 3.2C Pathways for Professional Growth and Leadership |
| F) Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks | **2.1A Inclusive Curriculum Adoption Process; 2.1B Supporting Curriculum Implementation; 2.1C Comprehensive Approach to Early Literacy; 2.1D Early Literacy Screening and Support** |
| G) Expanded early education and pre-kindergarten programming within the district in consultation or in partnership with community-based organizations | **2.4A Expanded Access to Pre-K** |
| H) Diversifying the educator and administrator workforce | **3.1B Enhanced Pathways to Increase Educator Diversity**; 3.2A Inclusive School Communities; 3.2B Retention Support Programs |
| I) Developing additional pathways to strengthen college and career readiness | 2.3AAuthentic Postsecondary Planning; **2.3B High-Quality Secondary Pathways and Programs** |
| J) Any other program determined to be evidence-based by the commissioner | 1.3B Students and Families as Valued Partners; 2.4C Effective Programming for Multilingual Learners; 3.3A Resources Allocation Aligned to Student Success |

## **Strategic Objectives Table**

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| --- | --- | --- |
| **Strategic Objective 1:** **Cultivate systems to support the whole student and foster joyful, healthy, and supportive learning environments so that all students feel valued, connected, nourished, and ready to learn** | | |
| **Focus Area** | **Evidence-Based Programs** | **Suggested Metrics** |
| **1.1 Promote students’ physical and mental health and wellness in welcoming, affirming, and safe spaces** | 1. **Integrated Services for Student Wellbeing**: Utilize a system for integrating services and aligning initiatives that promote students' behavioral and mental health and wellness (e.g., bullying prevention, trauma sensitivity, dropout prevention, truancy reduction, foster care and homeless youth education, and inclusion of students with disabilities) 2. **Enhanced Support for SEL and Mental Health**: Expand capacity to address social-emotional learning (SEL) and mental health needs of students and families (e.g., build knowledge and skills of staff, add specialized support staff, partner with community-based providers, strengthen plans for responding to behavioral health medical emergencies, etc.) 3. **Positive School Environments:** Create school environments that include high-quality facilities, healthy meals, physical activity, and positive youth development activities for all students | **Local Metrics**   * Change in select indicators from local student surveys that measure school culture/climate and student mental health and wellbeing * Increase in implementation of Tier 1 SEL curriculum * Change in social and emotional competency rates as measured by SELIS or local data * Change in select indicators on local family surveys * Increase in participation rates for SEPAC/ELPAC and/or other stakeholder groups   **DESE Provided Metrics**   * Increase in student perception of school culture and climate as measured by VOCAL data * Decrease in discipline rates * Decrease in out of school suspension and expulsion rates * Decrease in chronic absenteeism rates * Decrease in dropout rates |
| **1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development** | 1. **Effective Student Support System:** Implement key systems to build an effective approach to MTSS (e.g., using data to identify students’ strengths and needs, matching students with appropriate supports, and monitoring progress) 2. **Comprehensive Tiered Supports**: Provide a comprehensive set of tiered supports for all learners across all three domains - academic, social/emotional, and behavioral - that are culturally sustaining and universally designed |
| **1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities** | 1. **Diverse Approaches to Meaningful Family Engagement:** Train all staff on multiple strategies and tools to engage with families in meaningful two-way communication 2. **Students and Families as Valued Partners:** Create opportunities and systems for students and families to effectively participate as partners in authentic decision-making, with supports as needed |

| **Strategic Objective 2: Promote deeper learning so that all students engage in grade-level work that is real-world, relevant, and interactive** | | |
| --- | --- | --- |
| **Focus Areas** | **Evidence-Based Programs** | **Suggested Metrics** |
| **2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning** | 1. **Inclusive Curriculum Adoption Process**: Implement a comprehensive and inclusive curriculum adoption process that engages multiple stakeholders in the exploration and assessment of potential instructional materials 2. **Supporting Curriculum Implementation**: Engage teachers in professional development linked directly to the curriculum and set up a process to regularly monitor the effectiveness of curriculum implementation 3. **Comprehensive Approach to Early Literacy:** Develop and implement a comprehensive approach to early literacy education that is supported by high-quality literacy core curricular materials that encompass foundational skills 4. **Early Literacy Screening and Support**: Administer a reliable early literacy screening assessment to identify students who require additional support. Provide research-based interventions tailored to each student's learning needs and delivered by appropriately trained staff members | **Local Metrics**   * Increase in HQIM adoption rates * Increase in efficacy of HQIM implementation as measured by classroom walkthrough tools * Increase in usage of approved literacy screeners and adoption of comprehensive early literacy curriculum * Decrease in students requiring Tier 2 and Tier 3 supports as measured by local data * Increase in MyCAP participation and engagement rate * Increase in Pre-K seats/enrollment * Increase in Kindergarten readiness rates as measured by local data * Increase in Dual Language Education (DLE) seats/enrollment * Increase in academic language achievement of English learners as measured by local data * Increase in student participation in arts and enrichment   **DESE Provided Metrics**   * Increase in % of students meeting or exceeding on Math, ELA, and Science MCAS * Increase in MCAS SGP on Math and ELA MCAS * Increase in % of English learners making progress on the ACCESS * Increase in pathway/program enrollment rates * Increase in completion of advanced coursework rates * Increase in FAFSA completion rates * Increase in 4- and 5-year graduation rates * Increase in college enrollment/persistence rates |
| **2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning** | 1. **Effective Use of WIDA Framework:** Train all staff to effectively employ the WIDA framework so they can provide effective scaffolds and supports for multilingual learners 2. **High Leverage Practices for Students with Disabilities:** Train all staff in high-leverage instructional practices designed for students with disabilities. (e.g., providing scaffolded supports, explicit instruction, flexible grouping, and adapting curriculum and tasks based on students’ specific learning goals) 3. **Collaborative Teaching Models:** Develop or expand co-teaching and other evidence-based models that leverage collaboration to best-serve students with disabilities and multilingual learners 4. **Targeted Academic Support and Acceleration:** Implement academic intervention and acceleration opportunities targeting student groups demonstrating the largest gaps in achievement (e.g., high dosage tutoring, Acceleration Academies, and summer learning) |
| **2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success** | 1. **Authentic Postsecondary Planning:** Implement a process that engages students in authentic postsecondary planning through a continuum of learning focused on the unique interests, skills, and talents of each individual student 2. **High-Quality Secondary Pathways and Programs:** Pursue designation and implementation of high-quality pathways and programs (e.g., Early College, Chapter 74 Career Technical Education including After-Dark programs, Innovation Career Pathway programs, Career Connections programs, and/or other career-connected activities) |
| **2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners** | 1. **Expanded Access to Pre-Kindergarten:** Expand access to full-day, high-quality pre-kindergarten programs for 4-year-olds, including potential collaborations with local providers 2. **Extended Learning Time:** Add time to the school day or year for all students and creatively reorganize the school day/year to both enhance the quantity and quality of core instruction and to offer expanded enrichment opportunities 3. **Effective Programming for Multilingual Learners:** Develop or enhance research-based programs for multilingual learners that support and sustain students' native languages while also addressing their educational needs and language development 4. **Diverse Enrichment Opportunities:** Provide students with a diverse array of opportunities to engage in arts, music, enrichment, electives, athletics, and world language courses |

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| **Strategic Objective 3: Develop and sustain a workforce that is diverse, culturally responsive, well-prepared, and committed to continuous improvement, so that all students have equitable access to effective educators** | | |
| **Focus Areas** | **Evidence-Based Programs** | **Suggested Metrics** |
| **3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders** | 1. **Intentional Hiring Systems:** Develop intentional hiring systems and processes that start earlier, include a diverse group of stakeholders, and offer support to teams to identify and mitigate biases 2. **Enhanced Pathways to Increase Educator Diversity:** Develop or enhance pathways designed to intentionally attract a diverse pool of candidates (e.g., education-specific pathways for local high school students, “grow your own” teacher preparation programs, and paraprofessional pipelines) 3. **Educator Preparation Partnerships:** Partner with educator preparation providers to promote and leverage student teacher placements and other partnerships that result in strong, effective, long-term hiring pipelines | **Local Metrics**   * Increase in the diversity of educators and leaders * Decrease in gap between student demographics and staff demographics * Increase in retention of effective educators as measured by local data * Decrease in equity gaps in student access to educators who are experienced, effective, and teaching in-field as measured by the Student Learning Experience report in Edwin * Change in select indicators from local educator surveys * Increase in % of staff participating in selected professional learning opportunities   **DESE Provided Metrics**   * Increase in diversity of educators * Increase in diversity of educators, new hires * Increase in principal retention rates * Increase in rate of educators converting emergency licensure to initial as measured by local data * Increase in diversity of educators earning provisional/initial licensure |
| **3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways** | 1. **Inclusive School Communities:** Train all staff in strategies to create an equitable and culturally and linguistically sustaining environment that fosters a sense of belonging for students, families, and staff 2. **Retention Support Programs:** Establish or expand induction, mentoring, feedback programs, and affinity groups that are carefully designed to offer targeted support for retaining staff from underrepresented backgrounds, ensuring their sustained engagement and success 3. **Pathways for Professional Growth and Leadership:** Create specific roles and/or structures that offer staff professional growth and leadership development (e.g., leaders-in-training programs, coaching roles, etc.) |
| **3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures** | 1. **Resource Allocation Aligned to Student Success**: Implement a systematic and ongoing process to allocate resources including people, time, funding in alignment with district and school priorities to promote student success 2. **Support for Effective Team Practices:** Districts and schools provide all staff with robust training, additional common planning time, and ongoing support in implementing effective team processes, use of protocols, and effective data use as a part of a cycle of inquiry 3. **Collaborative Labor-Management Partnerships**: Districts and schools establish and/or maintain collaborative labor-management partnerships to improve student performance |

# **Appendix A: Districts Required to Complete the SOA Plan Addendum**

The following districts will be required to complete the SOA Plan Addendum that will be released in January 2024. This addendum will ask for more information about these districts’ SOA Plans and investments in evidence-based programs, to better understand how they are using SOA funds to drive transformative change for students experiencing persistent disparities in achievement. Districts receiving greater than $75 million in Chapter 70 State Aid in fiscal year 2024 were selected to complete the addendum.

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| --- | --- | --- |
|  | **District Name** | **FY 2024 Chapter 70 Aid** |
| 1. | Springfield | $477,737,768 |
| 2. | Worcester | $357,541,905 |
| 3. | Lynn | $269,092,167 |
| 4. | Lawrence | $266,144,831 |
| 5. | Brockton | $241,067,581 |
| 6. | Boston | $230,700,785 |
| 7. | Lowell | $229,138,873 |
| 8. | New Bedford | $224,099,122 |
| 9. | Fall River | $188,024,477 |
| 10. | Chelsea | $116,781,512 |
| 11. | Everett | $111,682,212 |
| 12. | Revere | $98,418,182 |
| 13. | Holyoke | $96,959,371 |
| 14. | Taunton | $88,928,648 |
| 15. | Chicopee | $88,827,551 |
| 16. | Framingham | $84,996,534 |
| 17. | Haverhill | $82,633,811 |